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ABSTRACT

The development of a vocational education special needs teacher education delivery system which could with economic feasibility meet the inservice needs in Idaho's 115 school districts and six postsecondary vocational schools was the purpose of this study. Six persons were selected to serve as affiliate faculty members at the University of Idaho. During the course of an eight-week summer session, the six affiliate faculty members developed two three-semester credit courses for presentation in the next academic year. Sites for presentation were chosen near the homes of the affiliate faculty members. (The reduction of travel expense associated with this plan was identified as the key to the increase in cost effectiveness of the project.) During the fall semester, the first course, Identifying Vocational Special Needs Students, was presented to 106 students. During the year-end holidays, another affiliate faculty member was identified and the second course, Modifying Programs for Vocational Special Needs Students, was offered at seven sites to 134 students. Evaluative data of student perceptions of the courses were collected, and these indicated that the classes were generally well received by the students. Based on observation of the first year's performance of the model developed in the project, it was concluded that the affiliate faculty delivery model was a very cost effective system for providing inservice teacher education in vocational special needs. Finally, it was recommended that an affiliate faculty delivery system be considered in rural states which have a need for inservice teacher education. (Course syllabi are included in the appendixes.) (JH)

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Final Report

Project No. 498AH70034
Grant No. G007701162

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DEVELOPMENT AND IMPLEMENTATION OF AN INNOVATIVE PROGRAM OF VOCATIONAL SPECIAL NEEDS TEACHER PREPARATION

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
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December, 1978

U.S. DEPARTMENT OF HEALTH, EDUCATION AND WELFARE

Office of Education

Bureau of Occupational and Adult Education

CE 020 034

DEVELOPMENT AND IMPLEMENTATION OF AN INNOVATIVE PROGRAM

OF VOCATIONAL SPECIAL NEEDS TEACHER

PREPARATION

Abstract

The three objectives of this study were:

1. To present two four week training sessions during the 1977 summer school term which prepared six candidates to serve as affiliate instructors of vocational special needs education.
2. To supervise and monitor the presentation of two three semester credit courses in vocational special needs teacher preparation at six locations around the state.
3. To determine the comparative effectiveness of the delivery system developed in the project and the delivery system previously being utilized, as it pertained to the need for inservice training by vocational education teachers of disadvantaged and handicapped students in Idaho.

Problems associated with implementation are discussed and cost per student, cost per credit hour, and student evaluation results are presented. Results of the various methods of evaluation indicate that use of an affiliate faculty model of inservice training is a viable alternative to the itinerant teacher educator model in large, rural states.

The report cites tentative figures of cost for a smaller, state supported project modeled after the innovative development described in the report.

FINAL REPORT

PROJECT NO. 498AH70034

GRANT NO. G007701162

DEVELOPMENT AND IMPLEMENTATION OF AN INNOVATIVE PROGRAM OF VOCATIONAL SPECIAL NEEDS TEACHER PREPARATION

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MOSCOW, IDAHO

DECEMBER, 1978

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U.S. DEPARTMENT OF
HEALTH, EDUCATION, AND WELFARE

Office of Education

Bureau of Occupational and Adult Education

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CHAPTER 1

Introduction

The problem which this project attempted to solve was occasioned by a statewide need for training vocational special needs teachers by the state land-grant university with resources which were patently inadequate to meet the needs. The problem was compounded by environmental factors of low population density, extreme travel distances between population centers, climatic conditions which created hazardous and sometimes impossible travel conditions, and a total population and state tax structure which made adequate staff expansion at the university level economically unfeasible.

The literature (see Chapter 2) produced numerous citations alluding to the surplus of personnel in general education and the shortage of trained vocational educators in many occupational areas. The needs expressed in the literature were general in scope, however, and applied to vocational teachers and vocational programs in every section of the nation. The specific need to which this project was addressed is not nearly so universal. It is a need that exists primarily in rural states, since low population density is a major factor of the problem. It is also a need which exists in large states since transportation costs contribute to the problem. Additionally, it is a need which exists to a greater degree in a northern state, since difficulty and hazards of transportation resulting from severe weather conditions are also factors in the problem. Finally, it is a need which is compounded by the limited resources which result from a shallow tax base. All of the contributing factors cited in the previous statements are at work in Idaho.

Idaho is indeed a rural state, having only nine cities with populations greater than 10,000 and a total population ranking it forty-second most populous of the fifty states. The true magnitude of the problem is evidenced by the fact that Idaho has two counties

with less than 1000 inhabitants. The two counties with less than 1000 population are two of the 25 counties in Idaho which are greater in size than Rhode Island. Idaho is also large, ranking thirteenth largest of the states. In addition to being large, the physical features are such that it is impossible to go from the northern region to either southern extremity without either taking a secondary road or driving into an adjoining state.

Finally, Idaho has a very limited tax base. More than 72 percent of the state's 83557 square mile area is under municipal, county, state, or federal government jurisdiction with a resultant loss of property tax revenue.

Statement of the Problem

Given the need for inservice vocational special needs teacher training, the problem was to develop a teacher training delivery system which could with economic feasibility meet most of the inservice training demands of vocational teachers in Idaho's 115 school districts and six post-secondary vocational schools.

Statement of the Objectives

There were three major objectives associated with this project. They were:

1. To present two four week training sessions during the 1977 summer school term to prepare six candidates as affiliate instructors of vocational special needs education.
2. To supervise and monitor presentation of two three semester credit courses in vocational special needs teacher preparation in six locations around the state.
3. To determine the comparative effectiveness of the delivery system developed in the project and the delivery system previously being utilized, as it pertained to the need for inservice training by vocational education teachers of disadvantaged and handicapped students in Idaho.

Significance of the Study

There were two immediate benefits gained from this study. First was an amelioration of the need for vocational special needs teacher training, and second was development and testing of an effective in-service delivery system which may have potential for training delivery in other states and other areas of vocational education.

Another peripheral benefit of the study has been an increased awareness of vocational special needs education in school systems and area schools throughout the state. This increased awareness has resulted from personal interactions between educators and the six highly trained affiliate faculty members. Affiliate faculty members have gained a reputation for knowledge in the area of vocational special needs which has allowed them to serve, in an informal capacity, as consulting teachers to their peers.

Definition of Terms

Terms subject to various interpretations that are used throughout the final report are defined as follows:

Strategy: a sequence of specified and planned activities which have been developed to bring about a desired outcome or behavior.

Innovation: a new and novel practice which deviates from prevailing procedures, but which can reasonably be expected to be efficacious in accomplishing the objectives of the system.

Delivery problem: the assessed discrepancy between the present need for course delivery in vocational special needs teacher preparation and the existing ability of the teacher preparation system to deliver the needed courses.

Affiliate faculty: (as listed in the University of Idaho Handbook) "The affiliate faculty is an associated faculty classification. It includes highly qualified persons who are closely associated with the university and whose interest in its academic and research programs is especially strong...All members of the affiliate faculty [will] hold the rank of affiliate [instructor of

vocational special needs education], and have the same academic freedom and responsibility as other members of the university faculty, except that they do not vote in meetings of the university faculty or of constituent faculties." (Sect. 4270, Rev., Sept., 1976).

Cost factor: a quotient determined by dividing the cost-per-unit of instruction using the itinerant teacher model by the cost-per-unit of instruction using the affiliate faculty model.

CHAPTER 2

Literature Review

A search of the literature in the area of personnel development, particularly that section of the literature pertaining to vocational teacher preparation, provided support for the notion that a need exists for improved techniques and delivery systems for inservice teacher development. In addition, the literature search revealed that problems of inservice delivery are compounded by several factors existing primarily in rural environments. Reading of others' efforts in the area of inservice teacher development also helped to provide precise definitions for terms encountered in the literature, as well as suggestions for course design and content.

Cited articles have attested to the need for improvement in inservice vocational teacher development and many of these articles have singled out teachers of handicapped and disadvantaged youth. None, however, have been more explicit in describing this need than the General Accounting Office Report to the Congress (1976). A statement from this report which underlined the need for improvement in training for teachers of handicapped children is the observation that:

> The handicapped are usually excluded from the regular public school vocational programs and are limited to segregated classes offering few career choices. One major barrier preventing them from participating in regular vocational programs is that vocational educators generally lack training in dealing with the handicapped. For this reason and because of their apprehension, vocational educators generally exclude the handicapped from the regular vocational programs. This lack of needed training could result in millions of handicapped individuals being unemployed and heavily dependent on society. (p. 28)

In the following paragraph the Comptroller General suggested that "to improve career opportunities for the handicapped, vocational educators should receive instruction in how to effectively deal with the handicapped." (p. 28)

The report presented a bleak picture of the consequences to the country of not developing sound vocational programs for handicapped students, and cited Office of Education estimates that:

> ...without vocational education, many of the millions of handicapped youth leaving school will be unemployed, on welfare, totally dependent on society, or otherwise idle much of the time. With vocational education, however, educators estimate that 75 percent of the physically disabled and 90 percent of the mentally retarded could work, either in the competitive job market or in a sheltered workshop. (p. 29)

A final reference to the 1976 General Accounting Office Report served to underscore the need to provide additional training for vocational teachers of the handicapped. It also served to indicate the extremely high priority the Department of Health, Education, and Welfare places on meeting the need. The reference began with recommendations from the General Accounting Office that:

> The Secretary direct OE to:
>
> Develop and implement a plan to stimulate a major effort to provide vocational educators with the skills and abilities needed to effectively deal with the handicapped in the regular classroom.
>
> Department Comment
>
> We concur with the findings of the GAO report and firmly acknowledge that the current exclusion of the handicapped from regular vocational education programs is a serious problem which needs attention. The problem is twofold: vocational educators are not being afforded the opportunity to acquire the skills and abilities necessary to work effectively with the handicapped in vocational education and, secondly, special educators are not adequately prepared to provide the appropriate career and pre-vocational educational experiences to handicapped students. Although there are efforts underway through EHA training funds to train specialists in this area of need, we are proposing that the U. S. Office of Education develop a formal cooperative agreement between the Bureau of Education for the Handicapped and the Bureau of Occupational and Adult Education to facilitate this activity. The two bureaus will jointly establish program guidelines aimed at developing joint vocational and special education personnel preparation objectives, joint modes of

> implementation and evaluation, as well as jointly stressing the high priority of this approach to the training institutions. (p. 57)

The Department's comment left little doubt regarding the Commissioner's concurrence with the stated need for improved programs of preparation for vocational special needs teachers. The Department comment also conveyed the Commissioner's intent to increase efforts to alleviate the problem.

This problem of the need for training of educators to meet the vocational training needs of handicapped students has also been recognized in the education community. Brolin (1976) pointed out that while extensive and excellent literature exists in regard to educational programming for the mentally retarded, very little has been developed which addressed the problem of vocational education for this population. In summarizing the section on vocational services for the retarded he noted that:

> regular education has problems meeting the needs of most students, handicapped or not. A radically different approach will be needed by most schools if they are to avoid dropping out the large number of students who prematurely leave the school system each year. In the case of special education, many changes are recommended, including more of an occupational orientation....The value of vocational education to retarded students is vividly portrayed. (pp. 55-56)

The fact that Brolin's text on vocational education was the first text directed specifically at providing vocational education for retarded youth and adults speaks quite eloquently of the need for additional effort toward development in the area.

An article by Dolbrovolny (1970) was chosen as illustrative of the lack of concern for handicapped students often expressed by teacher educators. This article outlined the qualifications for teachers of technical programs. The orientation of the article was such that the reader was led to believe that a technical background would suffice to prepare teachers of technical education programs. The only note of concern for ability to impart other than technical skill and knowledge came in the final paragraph,

when Dobrovolny noted that two types of summer conferences are required for inservice training, and that "...one would address itself to overall considerations in effective teaching in any classroom..." (p. te 5) It should be pointed out that Dobrovolny's article was not singled out for ridicule but to represent the general tone of much of the literature which is addressed to the subject of vocational teacher preparation.

Fortunately for handicapped youngsters, not all vocational teacher educators write in this same tone. Kazanas and Miller (1974) also presented an article which outlined a program for preparing vocational teachers and teacher educators. Their article called for a program which would prepare vocational educators to function effectively in a changing society and criticized the narrowness of vocational teacher education programs. The article made note of the fact that if the nation is to remain committed to existing economic goals it would require, among other things, "...vocational teacher educators who are preparing to assist teachers in the development of competencies relevant to the changing and expanding role of vocational education" (p. 74).

It is a natural and usually valid assumption that federal legislation is responsive to the perceived and stated needs of the nation. Operating on this assumption, Public Law 94-142 served to emphasize the very real need for providing additional services to handicapped students. Phelps and Halloran (1975), in discussing implications of this Act to vocational education teachers, pointed out that "numerous clauses...in the legislation...will directly affect vocational teachers and other personnel providing instruction and support services" (pp. 36-37). They point out that the new law supports an expanded role for vocational education, with implications for greater skill in dealing with handicapped and disadvantaged students required on the part of vocational teachers and administrators.

Up to this point, the literature which has been reviewed has served primarily to emphasize the need for more and better trained

vocational teachers who can serve less capable youngsters more effectively. The problems which the literature has cited thus far are somewhat general and universal. While it is true that Idaho had suffered, and continues to suffer, from the shortcomings and problems cited thus far in the literature review, it is also true that the problems are compounded by the very environmental factors of low population density and rural setting which provide the state with its unique appeal. The next section of the literature review will look at elements of the literature which discuss this phase of the problem.

The effect of the environment on higher education and teacher preparation in Idaho was presented several years ago (Kindschy, 1970). In his article, Dr. Kindschy, professor and department head in the University of Idaho's College of Agriculture, illustrated the problems faced by inservice teacher educators when he described the factors facing agriculture extension professors. He said that;

> Idaho is naturally divided either by wide areas of desert or mountain ranges into four major farming areas. The College of Agriculture [University of Idaho] is located over 500 miles from southeastern Idaho. These vast distances make it impossible for resident staff to hold extension courses which meet for a series of weeks in a major portion of the state. (p. 177)

Kindschy did not stop with describing the problem, however. He went on to describe a solution to the problem. His solution was to choose an area teacher "...who [has] specialized in one phase of instruction and is considered by his fellow teachers as an authority in that particular field" and appoint him to instruct the class. (p. 177)

Many of the problems of sparse population and extreme travel requirements existing in Idaho are shared by the adjoining state of Oregon. In view of this commonality of environmental characteristics it is interesting to find how Oregon educators approached the problem (Personnel Development, 1975). The subject article appeared in a summary of papers presented to the New and Related Services Division at the 1975 American Vocational Association Convention.

The summary began by noting the shortage of vocational educators who are trained in educational management. In a section headed "Oregon's Answer", a program featuring the concept of cadre training of vocational educators was discussed. The article reported on a program which contained many of the features of the present study, and the fact that the summary offered nothing but praise for the technique was construed as being indicative of the concept's feasibility.

The following two excerpts from the summary were chosen to reveal the general theme of the presentation. The first selection emphasizes the direct benefits which can be expected from a trained cadre delivery system.

> Perhaps most innovative has been the initiation of a statewide system of personnel development centers which are field based.... The program is directed to individual needs at the local levels, is detached from the university campus, and makes use of local facilities and resources by providing live, on-site learning experiences for teachers. The instructional programs ....focus on developing or improving the individual's ability to perform identified tasks. (p. 68)

The second passage selected from the same source (Personnel Development, 1975) described a less directly measurable benefit, as well as attesting to the success of the program.

> The proliferating effect of teachers prepared to orient other teachers to these new concepts has made it possible to reach the maximum number of practicing personnel within the state and to effect changes in attitude and program emphasis. (p. 68)

While on the subject of indirect benefits, there is an intangible benefit which accrues from establishing a teacher preparation program such as this project proposes. Kindschy (1970) described this benefit as follows:

> Being selected to teach a course of this nature is another means of recognizing superior teachers. The plan can also make courses available in areas where distance is a factor and resident staff members are unable to commute to an extension class. It is hoped that this method of inservice education will increase in Idaho. (p. 179)

The literature reviewed thus far cannot, by any means, be considered exhaustive. Indeed, the body of literature addressing the subject of preparing vocational teachers of handicapped and disadvantaged students is much too large to review in this setting. As a consequence, only that literature which the reviewer determined particularly important and timely or which described an experience or project which was exceptionally germane were included. Literature which was read and which was considered relevant to development of this project is contained in the bibliography at the conclusion of this report.

CHAPTER 3

Plan and Implementation

The inservice vocational special needs teacher education program described in this report was executed in four distinct, non-overlapping phases. The four phases of the design were clearly delineated in the original proposal. In reporting the plan and implementation section of this report the following format will be used. Each phase, as contained in the design section of the proposal, will be presented as a statement. Following each of these statements a brief narrative section will outline the planned steps necessary to achieve that phase of the plan. Finally, the actual steps used to implement that phase of the project will be described.

The four phases of the plan presented in the original design for the project were:

Phase I. Identification and selection of an appropriately qualified person and an alternate as affiliate instructor trainees from each of the six major populations centers of the state and provision of an intense eight week course development workshop and course of instruction for the candidates during the Summer, 1977, academic term.

Phase II. Development, coordination and supervision of an upper division/graduate level course at each of the six population centers of the state during the Fall, 1977, semester.

Phase III. Development, coordination and supervision of an upper division/graduate level course at each of the six major population centers of the state during the Spring, 1977, semester.

Phase IV. Evaluation and reporting of the results of the project.

Plan: Phase I

Phase I, as stated above, consisted of identifying and selecting six appropriately qualified persons and six alternates to train and serve as affiliate instructor trainees. Candidates were

to be chosen from the six major population centers of the state and were to spend the Summer, 1977, academic term at the University of Idaho. The time on campus was to be used to develop the courses to be presented at the off-campus sites, and to receive instruction from the project director in the subjects they would be teaching.

Although phase I of the plan did not require federal funds it was such an integral and necessary part of the total project that it had to be taken into account when considering the plan for the total program. Preliminary action on this phase was to begin in mid-March, 1977, and was to consist of advertising in each of the six major population areas of Idaho for applicants for positions as affiliate instructors of vocational special needs education.

The six major population areas of the state correspond with the location of the six post-secondary area vocational-technical schools. Area schools are located in Boise, Coeur d'Alene, Idaho Falls, Lewiston, Pocatello, and Twin Falls. Geographic as well as demographic characteristics of these schools led to their selection as projected sites for instruction, since they are situated in locations which put them within commuting range of well over fifty percent of the public school teachers in the state. In addition, each of the schools offered quality educational, instructional, and audio-visual facilities for use by the project.

Guidelines for selection of affiliate faculty trainees were not completely developed at the time of the project proposal submission, but assurance was given in the proposal that the guidelines, when developed, would strictly follow the "Affirmative Action Hiring Procedures for Faculty and Professional Staff" as stated in the University Handbook of the University of Idaho. At the time of development of the original project plan it was anticipated that narrowing the field of applicants down to two from each area school region would be the major undertaking of phase I. Later developments (described in the Implementation; Phase I section to follow) revealed that the problem of narrowing the field of applicants never materialized.

Implementation: Phase I

Phase I implementation had, as its primary objective, selection of the six affiliate faculty members and six alternates who would provide instruction at the field sites. No implementation phase of the project offered more surprises or went less according to plan than phase I. According to the proposed time-lime, recruitment, selection, and notification of trainee candidates constituted the first step of phase I. This step was scheduled to take place between February 28 and March 28.

The period between January 1 and February 28 was used for promotion, with flyers and letters going to post-secondary area school directors, secondary school vocational educators, and supervisors within the State Division of Vocational Education. Prior to February 28, criteria had been developed for selection of candidates. Specific criteria included:

1. master's degree in vocational education,
2. vocational teacher certification,
3. letters of recommendation, and
4. acceptance of vita by vocational education division faculty.

Although very few applications had been received by February 28 there was a high level of interest throughout the state, as evidenced by the number of letters and calls of inquiry received. As time progressed interest waned on the part of applicants. This loss of interest seemed to stem from inability to make a firm commitment on the part of the proposed project director.

Phase I planning had been based on the assumption that notification of acceptance or rejection of the funding proposal would be received by mid-March, 1977. As it turned out, delays in proposal reviews delayed notification well beyond the planned date. As a matter of fact, the first word of assurance regarding funding was received on the morning of June 13, 1978. The fact that notification was received on that particular date was ironic, in that June 13 was also the first day of the summer school schedule, and

had been identified as the time for implementation of step 2 of phase I, which required development of the first course offering by identified affiliate faculty members and alternates.

Because of the relatively late date of notification referred to above, many of the affiliate faculty applicants who had indicated an early interest in the project had already made other commitments for the summer. As a result, two modifications to the original plan were made. First, it was decided to not select and train alternate affiliate faculty members. The second modification consisted of changing the planned sites for phases II and III. This change was made necessary by the inability to obtain affiliate faculty members from the six original areas who met the selection criteria. In spite of the problems discussed above, six outstanding affiliate faculty candidates were selected and development of the first course, Identification of Vocational Special Needs Students, was started on June 15, two days behind the originally scheduled date.

The remaining steps of phase I consisted of providing an intensive course of instruction in vocational special needs education to the identified affiliate faculty candidates and development of the two courses to be offered off-campus in phases II and III of the project. Development of the two graduate/upper division courses by the selected affiliate faculty members proved to be one of the most successful achievements of the project.

The eight week Summer '77 session was devoted to presentation of the existing Identification of Special Needs course to the affiliate faculty, and development of revised courses in Identifying Vocational Special Needs Students and Modifying Programs for Vocational Special Needs Students. Two hours of each weekday were devoted to the instruction of the class by the project director and the balance of the day was devoted to course development.

After reaching agreement on the course objectives the staff turned attention to development of instructional units. As a result of the six person-days per day utilized for course development an in-

depth review of audio-visual material and training resources was conducted. This review provided a refinement to the final products which could not have been achieved by the project director working alone.

Responsibility for development of the instructional units was assigned to individual affiliate faculty candidates. As instructional units were developed they would be presented to the group by the developer. The group would then critique the presentation and offer suggestions and alternatives. The end result of the effort was development of two courses which truly reflected the best thinking of the eight people involved.

The final steps of phase I were completed on schedule and without problems.

Plan: Phase II

The requirements for phase II as contained in the original project proposal consisted of presenting the first upper division/graduate level course at each of the six major population centers of the state during the Fall, 1977, semester. The title of the course was Identifying Vocational Special Needs Students. The course syllabus is contained in this report as Appendix A.

Implementation: Phase II

Although phase II was implemented on schedule the sites chosen for implementation varied from sites identified in the original proposal. The change in sites was occasioned by problems associated with affiliate faculty selection identified above. Affiliate faculty members are identified by location of employment, site location, commuting distance, and enrollment figures in Table 1.

The biggest factor in smooth implementation of phase II turned out to be scheduling of classes. It became apparent during phase I development that there were two considerations which precluded concurrent scheduling of classes at the six different sites. First, the relatively large number of films and audiovisual presentations which had been scheduled into the course meant that there had to be enough time difference in the classes to allow for shipment of the films and materials from site to site.

The other consideration was the self-imposed requirement that four of the scheduled fifteen classes to be presented at each site were to be taught by the project director or the project supervisor. The final solution to the scheduling problem was to set the opening date in the northern part of the state and schedule later starting dates as the sites progressed to the southeast.

The only other solution to the concept of staggered dates for the classes would have been to provide six complete sets of audiovisual materials, one to each site. The cost of this solution would have been prohibitive, and would have resulted in lower cost effectiveness than the system being replaced.

Other than anticipated problems with postal and express deliveries and travel problems occasioned by weather conditions phase II was implemented with a minimum of problems. Evaluation of the results of phase II implementation are contained in the next chapter.

Plan: Phase III

Requirements for phase III as contained in the original project proposal consisted of presenting the second upper division/graduate level course at each of the six major population centers of the state during the Spring, 1978, semester. The title of the course was Modifying Programs for Vocational Special Needs Students. The course syllabus is contained in this report as Appendix B.

This second course (which was usually referred to by the staff as "methods") was developed in the same manner as the first (Identification) course. The methods course differed from the first course in several very important respects, however. First, the overall aim of the identification course had been to impart information. The primary purpose of the methods course was to teach a technique and develop a skill. As a result, the second course had fewer audiovisual presentations. In addition there was a considerable difference in student performance evaluation between the first and second classes.

The first class used paper and pencil tests containing items which had been selected by affiliate faculty members. Evaluation

for the methods class was based on a modified program of instruction which students were to develop for hypothetical handicapped or disadvantaged vocational special needs students. Evaluation for the course was to be based on a mid-term examination, quizzes, and the "product" or modified course of instruction submitted at the conclusion of the course.

Implementation: Phase III

The staggered convening dates used in phase II implementation were continued in phase III. In response to student input, and to allow more time for product development by the students, the classes met only one day per week. Classes had met twice a week during the Fall semester.

As a result of the increased confidence and experience of the affiliate faculty members in this phase the number of classes taught by the project director were reduced from four classes per course to two classes per course. This savings in travel expenses contributed significantly to the cost effectiveness figures for the total project (see Chapter 4--Evaluation).

In addition to the change in meeting times the Blackfoot class was moved to the Idaho State University campus. This change caused an increase in travel expense for the project since it required a 48 mile round trip for the instructor. The change was felt to be justified, however, since it resulted in a significant savings in travel by class members.

The final major change in implementation of phase III was the addition of a class on the College of Southern Idaho campus at Twin Falls. The class was implemented at the request of teachers in the Twin Falls area. A secondary motivation for implementing the additional class was to collect evaluation data for testing the hypothesis that affiliate faculty who had not helped to develop the course could be taught to present the course.

Plan: Phase IV

Phase IV of the project called for evaluating the project and reporting the results. Implementation of phase IV is presented in the following chapter.

CHAPTER 4

Evaluation

In the original project proposal the project director stated that:

> Cost effectiveness has been chosen as the primary criterion against which the effectiveness of the program will be measured. Under the present teacher preparation system for vocational special needs teachers, one faculty position at the University of Idaho is devoted to special needs teacher preparation. This faculty position...represents the total effort presently dedicated to special needs teacher preparation, therefore the cost of this position represents the cost of the [existing] total delivery effort.

The above statement still holds true; the primary evaluative criterion is still cost effectiveness.

Early in the project it was recognized that priorities could be manipulated in such a manner that the project would show an extremely high level of cost effectiveness, but the success would be acquired at the cost of quality of instruction. In light of this recognition it was decided that an additional evaluative component would be added to determine if the new delivery model caused any significant change in the quality of the courses as perceived by the students.

Cost effectiveness for the academic year preceding the project was determined by dividing the total cost of maintaining the vocational special needs faculty position at the University of Idaho by the number of students enrolled in special needs courses during the year. Total cost for the 1976-77 academic year was $34,000. During this year total enrollment, including summer school, was 104 students.

Project cost, including matching funds and administration expenses, was $54,000. Student enrollment for the project-delivered courses numbered 240 students. Based on these figures the project was able to deliver courses to students in the state at a savings of $101.92 per student. Results of the calculations are presented in Table 2.

Results of these calculations could be considered somewhat erroneous since some courses taught by the itinerant teacher educator were two semester credit courses and all courses taught by the affiliate faculty were three semester credit courses. This fact argues for using semester credits as a measure of achievement rather than courses. Another argument for using semester credits for evaluation is that it is the basis for determining student and faculty full-time-equivalents (FTE's). Table 3 shows the results of the calculations using student-semester credits. Cost ratios for the two calculations are 0.69 and 0.50 respectively.

Still another factor enters into determining the cost effectiveness of the two systems. Figures used to determine productivity of the affiliate faculty members is based on only two academic terms, the Fall and Spring semesters. Productivity figures for the itinerant teacher educator are based on an entire fiscal year. Tables 4 and 5 show the results of basing itinerant teacher education costs on 10/12 of the fiscal year costs. Student enrollment and student credit figures are likewise adjusted to reflect only Fall and Spring enrollments.

Cost ratio figures based on academic year costs show an even more dramatic savings than when full-year figures were used. Cost ratios for academic year enrollment and academic year student credit figures are 0.67 and 0.44 respectively.

Although cost effectiveness was the only evaluative criterion specified in the proposal, plans for evaluating affiliate faculty performance were developed during phase I of the project. The project director, who had served as itinerant teacher educator during the base year, had collected data from his students regarding student perceptions of ten evaluative points. It was decided that the same form would be used to collect evaluative data on the presentations of affiliate faculty members. A copy of the evaluative form is included as Appendix C and mean results of the evaluations are presented in Tables 6 and 7.

The results are considered self explanatory and are presented without comment.

CHAPTER 5

Summary and Conclusions

The goal of this project was to test the assumption that a vocational special needs teacher education delivery system could be developed which would reach a greater number of students in a shorter period of time than the existing delivery system. In addition it was hypothesized that the delivery system would be more cost effective than the itinerant teacher educator model used for comparison.

Six highly qualified persons were selected to serve as affiliate faculty members. During the course of an eight week summer session the six affiliate faculty members, under the direction of the project director, developed two three semester credit courses for presentation in the next academic year. Sites for presentation were chosen near the homes of the affiliate faculty members. The reduction of travel expense associated with this plan was the key to the increase in cost effectiveness of the project.

During the Fall semester the first class, Identifying Vocational Special Needs Students, was presented to 106 students. During the year-end holidays another affiliate faculty member was identified and the second course, Modifying Programs for Vocational Special Needs Students, was offered at seven sites to 134 students.

Evaluative data of student perceptions of the courses were collected and compared to similar data collected by the project director. The results indicate that the classes were generally well received by the students.

Based on observation of the first year's performance of the model developed in the project, the affiliate faculty delivery model is a very cost effective system for providing inservice teacher education in vocational special needs.

Cost figures used in the evaluation of the project included initial costs of setting up the project and some supervisory costs which will not be required for maintaining the model now that it has been developed. As an example of this savings, courses are

being offered at Idaho Falls and Nampa during the 1978-79 academic year. This project includes procurement of materials costing $795 and it is anticipated that the total project will require $5,574.

Present (Fall '78) enrollment figures show a total enrollment of 61 students in the two classes. Using these enrollment figures for projection purposes shows a per student cost of $45.69, and a semester credit cost of $15.23 per semester credit. This figure is $29.31 less than the semester credit cost of the previous year.

Based on results of the project and tentative results of the presently operating state funded inservice teacher education project it is recommended than an affiliate faculty delivery system be considered in rural states which have a need for inservice teacher education.

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APPENDIX A

Division of Vocational Teacher Ed.
College of Education
University of Idaho
Moscow, Idaho 83843
(208) 885-6556

COURSE TITLE: Introduction to Special Needs Education
Voc. Ed. 443
1 Semester Credit

DESCRIPTION: An introduction to the history, background, and concept of special needs education.

INTRODUCTION:

Students who are either preparing to teach in the area of vocational education, or who are upgrading their teaching skills in this area, frequently tend to think of vocational special needs education as simply another form of special education. Since this concept is most misleading and, carried to extremes, could be injurious to the vocational special needs efforts, a course designed to increase the student's awareness of special needs objectives should prove to be most beneficial. The main thrust of the course will be to compare the objectives of the vocational special needs program with the objectives of special education, vocational rehabilitation, mental health, and other helping services.

There is no prerequisite for this course.

BASIC REFERENCE:

RESURGE: Revised Edition Suggested Utilization of Resources and Guide for Expenditures.

INSTRUCTIONAL METHODOLOGY: Lecture/discussion.

GENERAL INSTRUCTIONAL OBJECTIVES:

1. To provide a general orientation and understanding of the character of vocational special needs programs.

2. To review the history of vocational special needs legislation in an attempt to increase the student's awareness of vocational special needs objectives.

STUDENT OBJECTIVES AND/OR COMPETENCIES:

1. The student will be able to give a concise statement of the need for vocational special needs education as stated by the Panel of Consultants on Vocational Education in 1962.

2. The student will be able to identify federal legislation that has affected vocational education programs for the handicapped and the disadvantaged.

3. The student will be able to identify state legislation that has affected vocational education programs for the handicapped and disadvantaged.

4. The student will develop a philosophy of vocational special needs education which lists the pros and cons of funding vocational education for handicapped and disadvantaged students.

COURSE SEQUENCE:

I. Introductory Overview
   A. Housekeeping chores
      1. Brief description of course content and assignments
      2. Source of informational support material
      3. How does vocational special needs differ from other social and educational programs?

II. History and Legislation of Vocational Special Needs
   A. Report of the Panel of Consultants, 1962
   B. Vocational Education Act of 1963
   C. Vocational Education Amendments of 1976
   D. Education for All Handicapped Children Act of 1975: PL 94-142

III. Concepts and Definitions
   A. Revised Edition Suggested Utilization of Resources and Guide for Expenditures
   B. Definition of "Handicapped"
   C. Definition of "Disadvantaged"
   D. Individual vs group--the vocational special needs concept

Division of Vocational Teacher Ed.
College of Education
University of Idaho
Moscow, Idaho 83843
(208) 885-6556

COURSE TITLE: Identifying Special Needs Students
Voc. Ed. 444
2 Semester Credits

DESCRIPTION: Emphasis on methods of assessment and evaluation.

INTRODUCTION:

In order to provide services to the vocational special needs population it is first necessary that members of the population be identified. This identification requires a very good understanding of the intent of the vocational education legislation which established vocational special needs programming. Emphasis is placed on identifying individuals who require vocational special needs services rather than identifying populations and environments which tend to produce students who require the services.

Proper identification of vocational special needs students requires a good grasp of the instruments and techniques available for assessing student interest, ability, and aspiration. In addition to the use of available instruments and techniques, the ability to make behavioral observations of students will be developed.

A course in educational test and measurements is highly desirable, but is not prerequisite to the present course in identifying vocational special needs students. Experience in test administration is also highly desirable but not a mandatory requisite.

BASIC REFERENCE: RESURGE: Revised Edition Suggested Utilization of Resources and Guide for Expenditures.
Functional Education for Disadvantaged Youth, Heath

SUPPLEMENTARY REFERENCES:

Test manuals and audio-visual material pertaining to the particular tests and techniques studied will be provided for the student's use.

INSTRUCTIONAL METHODOLOGY:

lecture/discussion with learner involvement through use and administration of available instruments and techniques.

GENERAL INSTRUCTIONAL OBJECTIVES:

1. To provide general orientation and understanding of the character of vocational special needs programs.

2. To review the history of vocational special needs legislation in an attempt to increase the student's awareness of vocational special needs objectives.

3. To discuss some of the basic assumptions necessary for using observations and tests in diagnosis and prognosis.

STUDENT OBJECTIVES AND/OR COMPETENCIES:

1. The student will be able to give a concise statement of the need for vocational special needs education as stated by the Panel of Consultants on Vocational Education in 1961.

2. The student will be able to identify the federal legislation that has affected vocational education programs for the handicapped and disadvantaged.

3. The student will be able to identify state legislation that has affected vocational education programs for the handicapped and disadvantaged.

4. The student will be able to classify vocational students as disadvantaged according to federal guidelines with 80% accuracy.

5. The student will be able to classify vocational students as handicapped according to the federal guidelines with 80% accuracy.

6. The student will correctly administer and profile two instruments for assessing vocational aptitude.

7. The student will correctly administer and profile two instruments for assessing vocational interest.

8. The student will correctly interpret a technique commonly used for assessing vocational aspiration.

COURSE SEQUENCE:

I. Introductory overview
   A. Housekeeping chores
      1. Brief description of course content and assignments
      2. Source of informational support material
      3. Why study the history of vocational special needs?
      4. How does vocational special needs differ from other social and educational programs?

II. History and Legislation of Vocational Special Needs
   A. Report of the panel of consultants, 1962
   B. Vocational Education Act of 1963
   C. Vocational Education Amendments of 1976
   D. Education for all handicapped children act of 1975: PL 94-142

III. Concepts and Definitions
   A. Revised Edition Suggested Utilizaiton of Resources and Guide for Expenditures
   B. Definitions of "Handicapped"
   C. Definitions of "Disadvantaged"
   D. Individual vs. Group--the vocational special needs concept

IV. Areas of Assessment
   A. Academic achievement
   B. Vocational/occupational interests
   C. Vocational/occupational aptitude
   D. Vocational/occupational aspiration
   E. Gross/fine dexterity

V. Methods of Assessment
   A. Use of psychological tests; strengths and weaknesses
   B. Use of interest inventories; strengths and weaknesses
   C. Introduction to vocational evaluation and work adjustment

VI. Methods of Assessment
   A. Norms: Fact and fallacy
   B. Review of the "Halo" and the "Hawthorne" effects with implications for vocational special needs
   C. Assessing student potential
   D. Mid-term assessment

VII. Methods of Assessment (continued)
   A. Behavioral observation techniques
   B. Introduction to work sampling systems

VIII. The Staffing Conference
   A. Objectives
   B. Composition
   C. Strategies and Methods
   D. Legislative Requirements

IX. The Social Agency Network and Introduction to Prescriptive Programming
   A. Special Education Programs: Objectives & Target Population
   B. Vocational Rehabilitation Services: Objectives & Target Populations
   C. Vocational Programs: Objectives and Target Populations
   D. Sheltered Workshops: Objectives and Target Populations
   E. Elements of Prescriptive Programming

X. Final Course Examination and course rating

APPENDIX B

Division of Vocaitonal Teacher Ed.
College of Education
University of Idaho
Moscow, Idaho 83843
(208) 885-6556

COURSE TITLE: Special Needs Methods
Voc. Ed. 445
3 Semester Credits

DESCRIPTION: A product oriented course aimed at developing the skills of vocational education teachers in developing courses for students with vocational special needs.

INTRODUCTION:

One of the main identifying characteristics of a vocational special needs student is that the student is unable, without assistance, to progress through a regular vocational program at a satisfactory rate. A logical consequence of this identifying parameter is that regular vocational courses must be modified to meet the special needs of individual students, or else the student competencies must be raised to a level to allow them to progress through the regular program at an adequate rate.

The purpose of this course is to provide students with the fundamental skill and knowledge required to modify regular vocational programs to meet the peculiar requirements of vocational special needs students. During the course each student will develop a listing of the specific modifications to a regular vocational course offering which would allow participation by a student with specific handicaps or disadvantagments. Both general and individual types of assistance will be provided to the students in the course of the development.

The modified vocational program developed by each student shall be the primary product upon which the final evaluation of the student shall be based. The primary objective of the course however is not to develop a final product, but to develop students' ability to modify regular vocational programs to meet the specific needs of handicapped and disadvantaged students.

Voc. Ed. 443, Identifying Vocational Special Needs Students is a highly desirable but not mandatory prerequisite to this course.

BASIC REFERENCE: Vocational Preparation of Retarded Citizens by Brolin.

SUPPLEMENTARY REFERENCES: Curriculum catalogs and materials will be provided for the student's use.

INSTRUCTIONAL METHODOLOGY:

Lecture/discussion with learner involvement resulting from the product development.

GENERAL INSTRUCTIONAL OBJECTIVES:

1. To provide students with a guided experience in modifying a regular vocational course to meet the needs of a particular handicapping condition.

2. To provide the student with an awareness of the degree of handicapping provided by specific disabilities.

3. To provide the student with a technique for developing funding proposals for specific special needs programs in the public schools.

STUDENT OBJECTIVES AND/OR COMPETENCIES:

1. The student will identify the minimum physical functioning levels required for a regular vocational program. The identified functioning level shall agree with the functioning level specific in the Dictionary of Occupational Titles.

2. The student will identify the minimum academic functioning levels required for a regular vocational program. The identified functioning level shall agree, within one year, with the instructor's objective assessments of the program's academic requirements.

3. The student will demonstrate an ability to use three commonly accepted reading indices.

4. The student shall demonstrate an ability to use a commonly accepted test of gross and fine dexterity.

5. The student shall demonstrate the ability to correctly administer and interpret a commonly accepted work sample of his own choosing.

6. The student shall develop and submit a funding proposal for the hypothetical case which will meet the proposal requirements identified within the course.

COURSE SEQUENCE:

I. Introduction and Orientation
   A. Explanation of the Course Outline
   B. Explanation of the Grading System

II. Development of Product Format
   A. Discussion of D/H definitions
   B. Selection of assignments of specific programs and handicapping conditions
   C. Selection of areas of study
   D. Development of final evaluation guidelines and parameters
   E. Suggested literature review strategies

III. Techniques and Procedures for Identifying and Assessing the Degree of Students' Special Needs
   A. RESURGE requirements
   B. Available instruments
   C. Minimum functioning levels

IV. Program Analysis
   A. Developing expected student outcomes
   B. Determining minimum program physical functioning levels
   C. Determining minimum program academic functioning levels

V. Academic Program Analysis
   A. Use of reading indices
   B. Use of the D.O.T.

VI. Proposal Development
   A. Attributes of a good proposal
   B. Legislative funding requirements
   C. Budget development

VII. Assessment of Proposal
   A. Techniques of reading project proposals
   B. Reading, critiquing, and ranking of proposals
   C. W; the coefficient of concordance

VIII. Submission of Modified Special Needs Programs
   A. Individual presentation of the program to the class
   B. Critiquing and ranking of programs

IX. Final Critique and Reports
   A. Assessment of course and instruction

COURSE AND INSTRUCTOR EVALUATION Appendix C

Voc. Ed. _____ Section _____

In order to help maintain high standards of instruction, you are requested to rate this course and instructor in terms of the qualities identified below. On each line, circle the numbers where you think the course and/or instructor should be rated. The higher ratings are made by placing it to the right. The respective stages are described by the words beneath each line. Make your rating conscientiously and individually. DO NOT SIGN YOUR NAME.

OBJECTIVES AND ORGANIZATION OF THE COURSE:

10	9	8	7	6	5	4	3	2	1	0
Clear, logical, coordinated and definite					Sometimes vague and haphazard			Indefinite and No purpose		

NATURE OF CONTENT:

10	9	8	7	6	5	4	3	2	1	0
Exactly what was needed					Some content not Needed/omitted			Content was of no value		

PRESENTATION OF THE COURSE:

10	9	8	7	6	5	4	3	2	1	0
Varied and forceful					Sometimes mechanical and monotonous			Involved and monotonous		

INSTRUCTIONAL QUALITY OF HANDOUTS:

10	9	8	7	6	5	4	3	2	1	0
Exactly what was needed					Some content not needed			Content was of no value		

QUANTITY OF COURSE CONTENT:

10	9	8	7	6	5	4	3	2	1	0
Proper amount for this course (time and credit)					Generally a reasonable amount			Entirely too much for the time and credit allowed		

STUDENT PERFORMANCE AND WORK ASSIGNMENTS:

10	9	8	7	6	5	4	3	2	1	0
Sound, valuable and representative of course content					Sometimes non-related and of no value			Valueless and not related		

Section _____

REFERENCES USED IN THIS COURSE:

10	9	8	7	6	5	4	3	2	1	0
Valuable info. on topics					Sometimes non-related and of no value			Valueless and not related		

INSTRUCTOR'S INTEREST IN SUBJECT:

10	9	8	7	6	5	4	3	2	1	0
Enthusiastic and interested					Seems only mildly interested			Seems disinterested in subject		

ATTITUDES OF INSTRUCTOR:

10	9	8	7	6	5	4	3	2	1	0
Welcomes differences of opinion					Biased on some things/usually tolerant			Intolerant; allows no contradiction		

APPROACHABILITY OF INSTRUCTOR IN AND/OR OUT OF CLASS:

10	9	8	7	6	5	4	3	2	1	0
Consultations welcomed					Consultations tolerated			Consultations avoided		

CLASS SIZE AND ROOM ARRANGEMENT:

10	9	8	7	6	5	4	3	2	1	0
Ideal size & arrangement					At times not conducive to best learning			Entirely too large and/or formal for best learning		

GENERAL OVERALL ESTIMATE OF THIS COURSE:

10	9	8	7	6	5	4	3	2	1	0
Superior					Average			Wouldn't recommend it to a dog		

PLEASE OFFER SPECIFIC CONSTRUCTIVE SUGGESTIONS FOR IMPROVEMENT OF THIS COURSE (comment on both the desirable features of the course and those which need improvement) Use back of either of these two sheets.

TABLE 1

IDENTIFICATION AND DEMOGRAPHIC DATA FOR AFFILIATE FACULTY MEMBERS

Affiliate Professor	Home Location	Semester	Class Location	Commuting Distance (round trip)	Enrollment
Nilene Dahlgren	Moscow	Fall	Lewiston High School	64	16
		Spring	Lewiston High School	64	28
Jay Mortensen	Blackfoot	Fall	Blackfoot High School	0	21
		Spring	Pocatello (ISU)	48	16
Cheryl Robbins	Moscow	Fall	Potlatch High School	36	19
		Spring	Potlatch High School	36	16
Dell Schanz	Sandpoint	Fall	Sandpoint High School	0	30
		Spring	Sandpoint High School	0	38
Gerald Stutz	Coeur d'Alene	Fall	North Idaho College	0	9
		Spring	North Idaho College	0	9
Mel Streeter	Lewiston	Fall	Orofino High School	84	11
		Spring	Orofino High School	84	10
Marilyn Mecham	Twin Falls	Spring	College of Southern Idaho	0	17

TABLE 2

COMPARATIVE COST PER STUDENT USING TWELVE MONTH FIGURES

	Itinerant Teacher Educator	Affiliate Faculty	Difference
Total Cost	$34,000	$54,000	$29,000
Total Enrollment	104	240	136
Cost Per Student	$326.92	$225.00	$101.92

TABLE 3

COMPARATIVE COST PER SEMESTER CREDIT USING TWELVE MONTH FIGURES

	Itinerant Teacher Educator	Affiliate Faculty	Difference
Total Cost	$34,000	$54,000	$29,000
Total Student Credits	227	720	493
Cost per Credit	$149.78	$75.00	$74.78

TABLE 4

COMPARATIVE COST PER STUDENT USING TEN MONTH FIGURES

	Itinerant Teacher Educator	Affiliate Faculty	Difference
Ten Month Cost	$28,333	$54,000	$25,667
Ten Month Enrollment	85	240	155
Cost Per Student	$333.33	$225.00	$108.33

TABLE 5

COMPARATIVE COST PER SEMESTER CREDIT USING TEN MONTH FIGURES

	Itinerant Teacher Educator	Affiliate Faculty	Difference
Ten Month Cost	$28,333	$54,000	$25,667
Ten Month Credits	170	720	550
Cost Per Credit	$166.67	$75.00	$91.67

TABLE 6

RESULTS OF STUDENT EVALUATION OF ITINERANT TEACHER EDUCATOR AND AFFILIATE FACULTY MEMBERS--FALL

Evaluative Component	Itinerant Teacher Educator (Fall '76)	Affiliate Faculty Members--(Fall '77)					
		Potlatch	Coeur d'Alene	Lewiston	Orofino	Sandpoint	Blackfoot
Objectives & Organization of Course	8.2	9.1	8.9	7.4	7.8	6.8	8.3
Nature of Content	7.7	7.6	6.6	7.1	7.4	6.7	7.8
Presentation of the Course	7.3	8.3	8.3	7.3	8.5	6.6	7.9
Instructional Quality of Handouts	7.9	6.9	9.0	7.9	7.6	7.0	6.4
Quantity of Course Content	8.5	8.4	8.6	8.1	8.0	7.2	8.6
Student Performance & Work Assignments	7.8	8.1	9.3	7.8	8.3	8.3	8.2
References Used in This Course	8.1	7.9	9.1	7.5	8.6	8.1	8.8
Instructor's Interest In Subject	9.3	9.3	9.7	8.9	10.0	9.0	9.7
Attitudes of Instructor	8.8	9.8	9.7	8.7	10.0	8.8	9.5
Approachability of Instructor in and/or Out of Class	9.4	9.6	9.9	9.5	10.0	9.2	9.2
Class Size and Room Arrangement	8.9	9.3	9.3	8.6	9.5	7.9	8.6
General Overall Estimate of This Course	8.6	8.1	9.0	7.1	8.0	7.3	8.7

TABLE 7

Results of Student Evaluation of Itinerant Teacher Educator and Affiliate Faculty Members--Spring

Evaluative Component	Itinerant Teacher Educator Spring '77	Affiliate Faculty Members--Spring '78						
		Potlatch	Coeur d'Alene	Lewiston	Orofino	Sandpoint	Blackfoot	Twin Falls
Objectives & Organization of Course	8.7	9.4	6.9	7.1	8.1	6.1	7.9	7.3
Nature of Content	8.8	8.2	6.7	7.0	8.5	6.2	7.8	7.1
Presentation of the Course	9.1	9.4	6.9	6.6	9.0	6.3	8.9	8.3
Instructional Quality of Handouts	9.0	7.7	7.6	7.5	6.4	6.6	8.6	7.5
Quantity of Course Content	9.2	8.9	7.3	6.8	7.8	7.3	8.6	7.0
Student Performance & Work Assignments	8.8	9.1	6.7	7.8	8.6	6.5	8.3	7.2
References Used in This Course	9.4	8.5	7.6	7.5	9.0	7.3	8.3	6.9
Instructor's Interest In Subject	9.9	9.8	8.9	9.2	9.5	8.7	9.8	9.3
Attitudes of Instructor	9.7	9.9	9.7	9.4	9.6	8.9	9.7	9.4
Approachability of Instructor in and/or Out of Class	9.7	9.9	9.7	8.9	9.8	8.9	9.2	9.6
Class Size and Room Arrangement	9.1	9.5	9.7	7.8	9.2	7.6	8.7	9.2
General Overall Estimate of This Course	9.6	9.1	7.6	7.3	8.6	6.4	8.7	6.9